

# AGENCY PERFORMANCE PLAN

## FY 2016

<b>Name of Agency:</b> Department of Education			
<b>Agency Mission:</b> Our Mission is to champion excellence for all Iowa students through leadership and service.			
Core Function	Outcome Measure(s)	Outcome Target	Link to Strategic Plan Goals
CF: Resource Management --Provide vital infrastructure needs necessary to administer and support agency operations and the system of education in Iowa. Key activities may include financial and personnel services such as payroll, accounting and budgeting; purchasing of goods and services; media management; information technology enhancement, management and support; data, research and information services; financial resource allocation of state and federal funds to schools and colleges; leadership; communication; legislative support; planning; policy development; maintenance of physical infrastructure and governance system development to achieve results for Iowans.			<u>State Board/Department of Education Goals:</u> Goal 1: All children will enter school ready to learn.  Goal 2: All PK-12 students will achieve at a high level.  Goal 3: Individuals will pursue post-secondary education in order to drive economic success.  <u>Governor's Education Goal:</u>  1st Schools in the Nation
<b>Desired Outcome(s):</b>			
Customers will receive state aid, federal funds and flow-through dollars to provide educational programs and related support services.	Percent of payments for state aid, federal funds, and other allocations sent out to local school districts, community colleges and other customers in accordance with state and federal regulations	100%	

Internal and external customers have access to the information they need for policy development and resource allocation, and, at the local level, to improve instruction.	Percent of school districts participating in a statewide individual student record system	100%	
	Percent of community colleges participating in the CC Management Information System	100%	

Services, Products, Activities	Performance Measures	Performance Target(s)	Strategies/Recommended Actions
1. Financial Resource Allocation to Early Childhood, K-12 and Community Colleges (Distribute state and federal funds – allocations, and targeted and competitive grants to early childhood programs, school districts, nonpublic schools, area education agencies, community colleges, and other qualified providers.)	Percent of state and federal funds distributed according to the formula prescribed by the funding source	100%	Ensure that categorical funding is not being used to supplant other funding, except as authorized.
	Percent of state and federal funds distributed using the correct data to determine distribution	100%	
2. Administration and Leadership (Policy, planning, advocacy, leadership, governance and administration; internal operations; information and data for accountability and decision-making; and administration of resource allocation.)	Percent of districts participating in a statewide individual student record system	100%	Continue Project EASIER. Every school student in a public or private accredited Iowa school has been given a unique identifier number that allows districts to submit data electronically and allows the Department to aggregate data for state and federal reporting requirements, policy development, and accountability at the local, state and federal levels.  The Department is in the process of implementing several activities designed to provide stakeholders with a unified information network delivering data to facilitate decision making and program evaluation from birth through life-long learning.
	Percent of community colleges participating in the CC management information system	100%	
	Percent of districts reporting data required under ED <i>Facts</i> , a USDE initiative to put performance data at the center of policy, management and budget decisions for K-12 education programs	100%	
	Percent of state and federal reporting requirements met by the Department for accountability and information purposes	100%	

	Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles	100%	<p>The Department has received an \$8.8 million Statewide Longitudinal Data System (SLDS) Grant from the USDE to bolster this effort. With this grant the state will enhance its capabilities to provide consistent, reliable, and accurate data about Iowa education PK-12, developing linkages with workforce and post secondary institutions to provide educators with the tools for deep data analysis and information to inform instructional practice. In addition, the Department has received a second USDE grant for \$3.8 million which will allow us to strengthen connections with postsecondary and the workforce.</p> <p>Three major components of the SLDS initiative are EdInsight, development of the Schools Interoperability Framework (SIF) and the Electronic Transcript and Student Record Exchange.</p> <p>EdInsight is Iowa's educational data warehouse that is being phased in using individual student records from Project EASIER, special education student data from the Information Management System, and student achievement data from the Iowa Testing Programs. EdInsight improves the utility, accuracy, reliability and timeliness of data; reduces redundancy; decreases reporting burden; streamlines federal reporting; improves access to data; enables data exchange across institutions; protects privacy and confidentiality; supports research to improve our understanding of</p>
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			<p>effective management and instructional policies and facilitates data-driven decision-making that will affect student learning.</p> <p>SIF will improve the timeliness and accuracy of data through the adoption of data standards and specifications. SIF will improve the interoperability of disparate systems by defining the rules for data movement between applications between the districts and the state.</p> <p>The Electronic Transcript and Student Record Exchange will provide a central repository for all accredited high school transcripts, allowing for electronic transfer of student records between local school districts and from school districts to higher education institutions.</p> <p>Continue the State Report Card for NCLB, the web-based School Profile, and continue to support the School District Financial Report Card.</p>
<b>Core Function</b>	<b>Outcome Measure(s)</b>	<b>Outcome Target</b>	<b>Link to Strategic Plan Goal</b>
CF: Education. Work with the Area Education Agencies to provide technical assistance and professional development to increase capacity at the local level related to continuous improvement, improving instruction in order to improve student performance, support for management services, and intermediate support.			<p><u>State Board/Department of Education Goals:</u></p> <p>Goal 1: All children will enter school ready to learn.</p> <p>Goal 2: All PK-12 students will achieve at a high level.</p> <p>Goal 3: Individuals will pursue post-secondary education in order to drive economic success.</p>

			<u>Governor's Education Goal:</u>  1st Schools in the Nation
<b>Desired Outcome(s):</b>			
All children will enter school ready to learn	Percent of children entering kindergarten proficient in letter naming and beginning sounds (composite score) using <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Next</i>	67% on <i>DIBELS Next</i> (target for 2015-2016)	<p>School districts are required to administer a valid and reliable universal screening instrument, as prescribed by the Department of Education, to every kindergarten student enrolled in the district at the beginning of the academic year. In the 2014-2015 school year a total of 39,984 students were enrolled in kindergarten. Various types of kindergarten literacy assessment instruments were used measuring different aspects of sound (phonemic) awareness in young children. The majority of schools reported data using the <i>DIBELS Next</i>.</p> <p>The <i>DIBELS Next</i> assessment measures important early reading skills. The DIBELS Composite Score is a combination of the DIBELS kindergarten fall subtests (Letter Naming Fluency and First Sound Fluency) and provides a good overall estimate of the student's reading proficiency. In 2013-2014, 19,495 students were assessed using <i>DIBELS Next</i>.</p> <p>Statewide early childhood efforts to increase proficiency of literacy skills include implementation of the Iowa Quality Preschool Program Standards, the National Association</p>

			for the Education of Young Children Program Standards and Accreditation Criteria, the Head Start Program Performance Standards, and the ongoing Every Child Reads - 3 to 5 Training. The Department will continue to focus on helping assure that preschool programs are high quality by aligning assessment, curriculum, and instruction. They will work with early childhood consultants in the AEAs to provide professional development and technical assistance to the providers participating in the Statewide Voluntary Preschool Program for Four-year Olds.
To improve student achievement	<p><u>Reading</u></p> <p>Percent of Iowa 4<sup>th</sup> graders proficient or higher in reading on the <b><i>Iowa Assessments</i></b></p> <p>Percent of Iowa 8<sup>th</sup> graders proficient or higher in reading on the <b><i>Iowa Assessments</i></b></p> <p>Percent of Iowa 11<sup>th</sup> graders proficient or higher in reading on the <b><i>Iowa Assessments</i></b></p>	<p><i>Targets for 2016 (annual scores):</i></p> <p>77.0% on the Iowa Assessments</p> <p>72.0% on the Iowa Assessments</p> <p>84.0% on the Iowa Assessments</p>	<p>When compared nationally on assessment results, Iowa on the whole, continues to show a leveling off phenomenon. While strong performance exists in some areas, the nation has had accelerated growth, diminishing Iowa's students' progress. To address this situation, the Governor, with assistance from the Department of Education, proposed comprehensive education reform legislation that was passed during the 2013 legislative session.</p> <p>Components of this legislation:</p> <ul style="list-style-type: none"> <li>• Address training and employment of teachers, including a year-long student teaching pilot project</li> </ul>

	<p><u>Math</u></p> <p>Percent of Iowa 4<sup>th</sup> graders proficient or higher in mathematics on the <b><i>Iowa Assessments</i></b></p> <p>Percent of Iowa 8<sup>th</sup> graders proficient or higher in mathematics on the <b><i>Iowa Assessments</i></b></p> <p>Percent of Iowa 11<sup>th</sup> graders proficient or higher in mathematics on the <b><i>Iowa Assessments</i></b></p> <p><u>Science</u></p> <p>Percent of Iowa 8<sup>th</sup> graders proficient or higher in science on the <b><i>Iowa Assessments</i></b></p> <p>Percent of Iowa 11<sup>th</sup> graders proficient or higher in science on the <b><i>Iowa Assessments</i></b></p>	<p>80.0% on the Iowa Assessments</p> <p>76.0% on the Iowa Assessments</p> <p>84.0% on the Iowa Assessments</p> <p>81.0% on the Iowa Assessments</p> <p>86.0% on the Iowa Assessments</p>	<ul style="list-style-type: none"> <li>• Establish a Council on Educator Development to study and make recommendations for new statewide teacher and administrator evaluation systems</li> <li>• Establish a statewide teacher leadership system designed to attract promising candidates to the teaching profession, retain effective teachers by providing enhanced career opportunities, promote collaboration by supporting opportunities for teachers to learn from each other, and reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation</li> <li>• Improve student achievement by strengthening instruction.</li> </ul> <p>Education reform legislation also sets the stage for a new accountability assessment system for schools. The State Board is directed to create administrative rules that specify a new statewide assessment of student progress in grades 3-11 for implementation by 2016-2017. The new assessment would have to be aligned with the Iowa Common Core Standards; describe student achievement and growth for the purposes of accountability; and provide valid, reliable, and fair measures of student progress toward college or career readiness.</p>
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	Average attendance rates in grades K-8	96.5%	The State Board has established a goal of 95% for NCLB accountability.
	High School Graduation Rate  High School Graduation Rate for Hispanic Students	<i>Targets for 2016::</i>  91.0%  80.0%	The student tracking system allows the Department to report graduation rates based on actual cohorts of students across their secondary careers.



	<p>High School Graduation Rate for African-American Students</p> <p>High School Graduation Rate for White Students</p>	<p>74.5%</p> <p>92.0%</p>	<p>Strategies:</p> <p>In order to promote higher achievement for all students, the Department is working to enhance the quality of teachers and leaders, (see above); to implement the Iowa Core, ensuring that each student experiences challenging, relevant courses that will prepare him or her for success in postsecondary learning and the workplace; and supporting a Multi-tiered System of Supports (MTSS). MTSS is a decision-making framework used by a school or school district to judge the overall health of the educational system, to provide supports to students who need extra supports, and to measure whether or not these supports are making a difference for those children.</p> <p>Fundamentals of MTSS include:</p> <ul style="list-style-type: none"> <li>• Universal screening tools in reading, math, writing, and behavior</li> <li>• Strong core instruction for all students</li> <li>• Research proven supplemental supports for some students</li> <li>• Even more intensive instruction for a few students</li> <li>• Data systems to manage the process and evaluate effectiveness</li> </ul>
To improve educator quality	Percent of teachers in core academic areas appropriately licensed and assigned	100%	The Department of Education has established a Bureau of Educator Quality. Their goal is to ensure that all educators have the skills, abilities and support to provide quality

	Percent of teachers meeting the federal definition of highly qualified teachers	100%	<p>instruction and educational environments for all learners.</p> <p><u>Teacher Quality Partnership Grant –</u> In March 2010, Iowa was awarded \$9 million over a five year period to help develop more highly effective teachers, improve teacher education and connect teacher evaluation to the effectiveness of teaching. Iowa was one of 12 recipients nationally to receive this award and the only state agency in the country to receive the award. We have expanded this grant work in order to align it with the education reform efforts related to teacher leadership and compensation.</p>
Students successfully completing at least two years of postsecondary education	Percent of community college cohort who complete an award within three years or transfer to a four-year institution (success rate)	52.0% (projected success rate)	<p>The Senior Year Plus program provides Iowa high school students increased access to advanced placement coursework and postsecondary credit, thus giving many students a head start toward a college degree.</p> <p>The Department continues to encourage articulation to ease the transition from secondary to postsecondary. Legislation mandates transfer and articulation efforts between the state's public universities and community colleges.</p>
<b>Services, Products, Activities</b>	<b>Performance Measures</b>	<b>Performance Target(s)</b>	<b>Strategies/Recommended Actions</b>

3. Technical Assistance and Professional Development (Provide technical assistance and professional development for early childhood programs, school districts, area education agencies, community colleges, and practitioner preparation programs to support continuous improvement of instruction and implementation of research-based instructional practices in order to improve student performance.)	Percent of local school districts visited annually by a school improvement team	20%	<p>The Department has established a Bureau of School Improvement. The goal of this bureau is to ensure regulatory responsibilities set forth in state and federal law, rules and regulations, are used to position the DE, AEAs, LEAs and other agencies and programs to engage in continuous improvement.</p> <p>The State Board of Education has identified “Improving Teacher and Leader Preparation” as one of their priorities for the coming year. They have been studying the process and standards used to review and approve Educator Preparation Programs and have made recommendations to improve the process and create more rigor in the programs. The Department is currently in the process of incorporating these recommendations into the Educator Preparation Program Review and Accreditation process.</p>
	Percent of accredited nonpublic schools visited annually by a school improvement team	20%	
	Percent of charter schools visited annually by school improvement team	100%	
	Percent of reports audited for Competent Private Instruction (every year), Exempt Schools (every two years), and Specially Accredited Schools (every year)	100%	
	<p>Focused equity and civil rights visits conducted at LEAs, AEAs, and community colleges each year.</p> <p>Percent of Educator Preparation Programs visited per year</p>	<p>Visits per year: 7 LEAs, 1 Community College (target for 2015-2016) (target set by the Office of Civil Rights at the USDE)</p> <p>14%</p>	
A. Implement the Iowa Core mandate in a manner that provides Iowa teachers with quality professional development as specified in the Teacher Quality Program.			Full implementation of Iowa Core was mandated by FY 14.
B. Build the capacity of Area Education Agencies (AEAs) to provide intermediate support.			Collaborating for Iowa’s Kids (C4K) was conceptualized within the AEA system to more effectively work as partners with the Iowa Department of Education as well as across the AEA system. This is a new way of working together – a new delivery and support

			<p>infrastructure – to effect positive outcomes for kids, and therefore for teachers. C4K is a collective commitment across AEAs and the DE to work as a unified system. The role of the DE is to set direction and lead, and the role of the AEAs is to implement.</p> <p>The initial priority focus, collective efforts and resources of C4K are on <u>early literacy and closing the achievement gaps</u> with the goal that <u>every child is proficient by the end of third grade</u>.</p>
C. Provide technical assistance for early, childhood programs, school districts, area education agencies, and community colleges to support continuous improvement of instruction and implementation of research-based instructional practices.	Refer to measures above.	Refer to targets above.	Refer to strategies above.
D. Provide auxiliary services including school transportation, nutrition, infrastructure and finance.	Lunches served through the Summer Food Service Program	732,000 lunches (target for 2016)	In order to increase participation in this program a listing of open meal sites is provided to DHS, the 211 Phone Line Assistance Program, Catholic Charities, state agencies serving minority groups, and WIC clinics
<b>Core Function</b>	<b>Outcome Measure(s)</b>	<b>Outcome Target</b>	<b>Link to Strategic Plan Goals</b>

<b>CF:</b> Regulation and Compliance. Provide stewardship for the education system through accreditation, approval, fiscal oversight and federal program oversight.			<u>State Board/Department of Education Goals:</u> Goal 1: All children will enter school ready to learn.  Goal 2: All PK-12 students will achieve at a high level.  Goal 3: Individuals will pursue post-secondary education in order to drive economic success.  <u>Governor's Education Goal:</u> 1st Schools in the Nation
<b>Desired Outcomes:</b>			
To ensure lowans have access to a quality education system	Percent of school districts maintaining accreditation	100%	
	Percent of AEAs maintaining accreditation	100%	
	Percent of community colleges maintaining accreditation	100%	
	Percent of practitioner preparation programs maintaining approval	100%	
	Percent of practitioners who are appropriately licensed	100%	
To ensure compliance with federal program requirements	Loss of federal funds from USDE or USDA due to noncompliance with program requirements	0%	
<b>Services, Products and Activities</b>	<b>Performance Measures</b>	<b>Performance Target(s)</b>	<b>Strategies/Recommended Actions</b>
4. Administration of State and Federal Programs to Ensure Compliance with Fiscal and Program Requirements. This includes accreditation of early childhood programs, school districts, nonpublic schools, AEAs and community colleges.	Percent of local districts, AEAs and CCs receiving desk audits annually  Percent of federal programs approved for funding  Percent of accountability reports completed  Number of (major) audit exceptions	100%  100%  100%  0	
<b>Core Function</b>	<b>Outcome Measure(s)</b>	<b>Outcome Target</b>	<b>Link to Strategic Plan Goals</b>

<b>CF: Library Services</b> Acquire, manage and provide access to information. Collections include books, journals, videos, state & federal documents, electronic informational databases & web-based information.			The <b>mission</b> of Iowa Library Services /the State Library is to provide leadership for Iowa libraries and expand access to information for Iowans.  Iowa Library Services Strategic Plan FY13-17:  Objective 3a. Increase statewide availability of subscription databases and other digital resources.
<b>Desired Outcome(s):</b>			
All Iowans have access to high-quality electronic library resources to enhance learning & decision-making at all ages	Percent of Iowans with access through their public library to electronic informational databases purchased by the State Library	90%	
<b>Services, Products, Activities</b>	<b>Performance Measures</b>	<b>Performance Target(s)</b>	<b>Strategies/Recommended Actions</b>
1. Purchase statewide access to electronic resources on behalf of Iowa libraries.	Number of public searches of electronic databases purchased by the State Library	9.5 million searches	Evaluate electronic products available; collaborate with AEAs and other partners on statewide purchases; purchase statewide access to electronic resources on behalf of Iowa libraries; publicize availability and discounts to libraries and the public; administer sign-ups and maintain program.
<b>Core Function</b>	<b>Outcome Measure(s)</b>	<b>Outcome Target</b>	<b>Link to Strategic Plan Goals</b>
<b>CF: Community Coordination and Development (Library Development)</b> Develop the economic security and quality of life of Iowans by working with local public libraries. Activities may include facilitation and coordination; administration of grants to enhance services; program oversight; and technical assistance and support.			Iowa Library Services Strategic Plan FY13-17:  Goal 1. Equip Iowa libraries to build community and enhance quality of life for Iowans. Goal 2. Strengthen the capacity of Iowa libraries to provide the best possible library service to Iowans. Goal 3. Maximize library service for Iowans through enhanced collaboration to benefit Iowa libraries of all types.

<b>Desired Outcome(s):</b>			
All Iowans have access to high quality library services so they can participate knowledgeably and productively in a democratic society and lead an enriched life through lifelong learning.	Percent of Iowa public libraries meeting four key standards: <ul style="list-style-type: none"> <li>* Certified, trained library director</li> <li>* Internet computers for the public</li> <li>* Open at least 20 hours per week</li> <li>* Provide annual summer reading program for children to sustain skills</li> </ul>	92% 89% 89% 89%	
<b>Services, Products, Activities</b>	<b>Performance Measures</b>	<b>Performance Target(s)</b>	<b>Strategies/Recommended Actions</b>
1. Statewide library resource sharing.	Percent of Iowa public and academic libraries participating in statewide resource sharing programs (Open Access, Access Plus, SILO Locator, SILO interlibrary loan)	90% participation	Provide SILO (State of Iowa Libraries Online) Locator and interlibrary loan program; administer programs to partially reimburse libraries for sharing resources.
2. Administration of Statewide Programs.	Percent of accredited public libraries  Percent of certified public library directors  Percent of public libraries participating in Direct State Aid Program  Percent of libraries submitting annual survey data	65% of public libraries are accredited  92% of public library directors are certified  89% of public libraries participate in Direct State Aid program  95% of Iowa public libraries submit annual survey data	Provide leadership for Iowa library community; develop and implement plans to improve Iowa library services; administer public library accreditation program, based on "In Service to Iowa: Public Library Measures of Quality"; administer certification program for public library directors; administer Direct State Aid program; administer statistics programs; administer federal LSTA funds.